DOCUMENT RESUME

ED 169 807 HE 011 151

AUTHOR	Blackwell, Gordon W.; And Others
TITLE	Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4.
INSTITUTION	South Carolina Coll. Council. Greenville.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Dec 78
NOTE	53p.; For related documents see HE 011 150-153
AVAILABLE FROM	South Carolina College Council, Box 6998, Greenville, SC 29606
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Access to Education; Aspiration; Black Students; Caucasian Students; *College Choice; *College Freshmen; College Students; Community Colleges; Educational Economics; *Enrollment Trends; Family Income; Grades (Scholastic); Higher Education; Junior Colleges; Marital Status; Parental Background; Parental Financial Contribution; Place of Residence; Postsecondary Education; Private Colleges; Racial Distribution; Southern States; State Colleges; State Surveys; *Student Characteristics; Student Costs; *Student Financial Aid; Technical Institutes
IDENTIFIERS	Private Higher Education; Public Higher Education; *South Carolina

ABSTRACT

In this fourth report of the Impact Study, a formal research project designed to describe the effects of changing patterns of institutional and student financing on postsecondary enrollments, some of the findings of two surveys of freshman students are compared. The two surveys were performed in 1972 and 1977, and although they drew samples differently, their responses' frequency distributions may be compared with some degree of validity. Focus is on the changes in patterns of socioeconoric, personal, academic, and family characteristics of students enrolled at a variety of postsecondary institutions: four-year public colleges, four-year private colleges, two-year public (regional) colleges, two-year private colleges, and vocational-technical institutions. Data are included on expected and actual parental contributions to student expenditures, mean amounts of various types of student aid, reasons for college choice, racial or ethnic group membership distribution, family income, students' fathers' educational level, students' types of high school programs and grades, degree aspirations, marital and residence status, and freshman educational costs. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

- ED169807

TECHNICAL REPORT NUMBER FOUR

IMPACT STUDY OF POST-SECONDARY FINANCIAL AID IN SOUTH CAROLINA

Prepared by the Impact Study Steering Committee

Gordon W. Blackwell, Chairman, President Emeritus, Furman University
Howard R. Boozer, Director, Commission on Higher Education
G. William Dudley, Jr., Executive Director, Technical and Comprehensive Education
Robert C. Edwards, President, Clemson University
James B. Holderman, President, University of South Carolina
Joab M. Lesesne, Jr., President, Wofford College
Henry Ponder, President, Benedict College
George M. Seignious, President, The Citadel
Philip C. Winstead, Coordinator, Institutional Planning, Furman University
C. Hilburn Womble, President, Coker College

Jerry S. Davis, Study Director

The study was financed by contributions from the Ford Foundation, New York City, and from the fifty participating colleges and universities.

Additional copies of the Summary and of the four Technical Reports are available from the South Carolina College Council, Box 6998, Greenville, South Carolina 29606. Telephone: (803) 233-6894.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

South Carolina College Council

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

HE 011 151

TECHNICAL REPORT NUMBER FOUR

IMPACT STUDY OF POST-SECONDARY FINANCIAL AID IN SOUTH CAROLINA

December 1978

Prepared by the Impact Study Steering Committee

Gordon W. Blackwell, Chairman, President Emeritus, Furman University
Howard R. Boozer, Director, Commission on Higher Education
G. William Dudley, Jr., Executive Director, Technical and Comprehensive Education
Robert C. Edwards, President, Clemson University
James B. Holderman, President, University of South Carolina
Joab M. Lesesne, Jr., President, Wofford College
Henry Ponder, President, Benedict College
George M. Seignious, President, The Citadel
Philip C. Winstead, Coordinator, Institutional Planning, Furman University
C. Hilburn Womble, President, Coker College

Jerry S. Davis, Study Director

The study was financed by contributions from the Ford Foundation, New York City, and from the fifty participating colleges and universities.

Additional copies of the Summary and of the four Technical Reports are available from the South Carolina College Council, Box 6998, Greenville, South Carolina 29606. Telephone: (803) 233-6894.

TECHNICAL REPORT NUMBER FOUR

Chapter		Page
I.	Comparison of RTI and SRS Survey Results	1
	Appendix A	A-1

COMPARISON OF RTI AND SRS SURVEY RESULTS

Introduction

This is one of a series of technical reports resulting from the Impact Study--Postsecondary Financial Aid in South Carolina. The Impact Study is a study of the effects of educational costs and financial aid on the distribution of students among postsecondary institutions in the state. It is funded by the Ford Foundation through the South Carolina College Council, Inc., under the direction of a Steering Committee comprised of representatives of various postsecondary institutions, the South Carolina Commission on Higher Education, and the Council. Dr. Gordon W. Blackwell, president emeritus of Furman University, is chairman of the Steering Committee.

Some of the salient findings of two surveys of freshman students will be compared in this paper. The first survey responses are from the 1972 South Carolina Comparison Groups.[1] The second survey reponses are from the 1977 South Carolina freshmen respondents to the Student Resource Survey.[2] Both survey results are described in detail in other technical reports.

---

[1]Wisenbaker, J.M., Impact Study--Postsecondary Financial Aid in South Carolina: Base Year Trends. Research Triangle Park, N.C.: Center for Educational Research and Evaluation, Research Triangle Institute, 1978.

[2]Impact Study-Postsecondary Financial Aid in South Carolina: Student Resource Survey. Greenville, S. C.: South Carolina College Council, Inc., 1978.

The survey results are not strictly comparable as their samples were drawn in quite different ways. However, the frequency distributions of responses to similar items can be compared with some degree of validity. The differences in responses of the two groups can be used to describe changes in the distribution of freshmen student characteristics among postsecondary institutions between 1972 and 1977.

Concerns here, and in the Impact Study, are with changes in the patterns of socioeconomic, personal, academic, and family characteristics of students enrolled at several types of postsecondary institutions. They include: four-year public colleges, four-year private colleges, two-year public colleges (the USC regional campuses); two-year private colleges, and vocational-technical institutions (the South Carolina Technical Education Centers).

Personal Characteristics

In 1972, over 80 percent of the freshmen respondents at the four-year public colleges, the regional campuses, and the two-year private colleges identified themselves as Caucasian or White. About two-thirds of the students at the four-year private colleges and the TEC campuses said they were White. By 1977, considerably larger percentages of students at all but the four-year public colleges identified themselves as Black. The increases in minority student enrollments were proportionately largest at the four-year private colleges and the regional campuses (See Table A-1 in Appendix A).

It should be noted that the data for four-year colleges include both predominantly White and predominantly Black colleges. It was impossible to determine from the two surveys whether more minority students were enrolled at predominantly White colleges in 1977 in either sector than

were enrolled in 1972. It can, however, be reliably stated that the proportions of minority students enrolled in private institutions and less-than-four-year public ones increased by more than the proportions at the public four-year colleges.

Family Characteristics

The 1977 freshmen generally came from more affluent families than did the 1972 freshmen. This was expected due to increases in family incomes in the general population. However, the median family income of students at the four-year public colleges increased by far greater amounts than did those of students at other institutional types (See Table A-2). For example, the median family income of 1972 four-year public college freshmen was only $11,671. By 1977, the median had risen to $17,071, an increase of 46 percent. The respective medians at the four-year private colleges were: in 1972, $12,346 and in 1977, $12,879, an increase of 4 percent. Median incomes at the regional and the two-year private campuses hardly changed at all and the median income at the TEC campuses increased from $7,567 to $8,590 or 13 percent.

Proportionately more lower-income students, those from families with incomes below $6,000, enrolled at the private colleges in 1977 than did so in 1972. Substantially more higher income students, those from families with incomes about $18,000, enrolled at the four-year public colleges, the two-year and four-year private colleges, and the TEC campuses.

These data indicate some important shifts among institutional types of lower-income and upper-income students. More affluent students are choosing to enroll at lower-cost public colleges. Private colleges increased their proportions of lower-income students while the proportions

of these students at public institutions remained rather stable.

The data on the highest levels of education completed by the respondents' fathers also show some major shifts. In 1972, about 24 percent of the fathers of public four-year college freshmen had not finished high school. Only 17 percent of the fathers of private four-year college freshmen had less than a high school education. By 1977, the respective percentages were: at the four-year public colleges, 27 percent, and at the four-year private colleges, 32 percent. In 1972, only 11 percent of the fathers of regional campuses freshman had had some postsecondary education but had not completed a college degree. By 1977, 24 percent fit this description. In 1972 and 1977, about equal percentages of fathers of South Carolina regional campus freshmen, approximately 70 percent, had either finished high school or had less than a high school education (See Table A-3).

In 1972, only 12 percent of the TEC freshmen said their fathers had earned at least on college degree or had had some postsecondary training. By 1977, the precentage had risen to nearly 24 percent.

These data, in connection with family income data, indicate that private colleges are enrolling increasing proportions of students with lower socioeconomic status while the socioeconomic status of students at the four-year public colleges remains rather stable. The less-than-four-year public institutions have increased their proportions of students with middle-level socioeconomic status, presumably because more middle-income parents are sending their children to these lower-cost institutions.

High School Programs and Records

The programs which South Carolina freshmen at the different institutional types followed while in high school have remained rather

constant over the five-year period (See Table A-4). For example, in 1972, over 73 percent of the four-year college freshmen, but just half the two-year college freshmen and only one-fourth of the TEC freshmen, had taken academic or college preparatory programs in high school. By 1977, slightly fewer students at the four-year private colleges, 73 percent as compared to 63 percent, had followed academic high school programs. The distribution of student programs at the other institutional types did not change significantly over the study period.

The high school grades of freshmen at the four-year public colleges have remained rather constant over the study period. In 1972, about 75 percent of the public college freshmen and 82 percent of the private college freshmen reported grades of "mostly B's" or better (See Table A-5). The respective percentages in 1977 are: at the public colleges, 76 percent, and at the private colleges, 78 percent.

On the other hand, the regional campuses enrolled increasing proportions of students with grades of "mostly B's" or better between 1972 and 1977, 53 percent as compared to 64 percent. Two-year private colleges enrolled fewer students with grades of "mostly B's" or better, 66 percent as compared to 56 percent. In 1972, only half the TEC freshmen reported grades of "mostly B's" or better. By 1977, about 61 percent of these freshmen reported such grades.

All institutional types appear to have enrolled more students with grades of "mostly C's" or lower in 1972 than in 1977. In view of the well-known fact that high school grades are generally increasing, it appears likely that South Carolina institutions have slightly lowered their admissions standards.

Also, because higher grades are typically associated with higher socioeconomic statuses, it is not surprising that students at the less-

than-four-year public institutions reported slightly higher grades in 1977 than in 1972. More students from middle-income families are enrolling at these institutions.

Academic Interests and Degree Aspirations

The academic interests of 1977 freshmen were considerably more heterogeneous than those of 1972 freshman at all institutional types (See Table A-6). This was especially evident at the four college types, where there was a considerable shift away from the traditional programs. This data trend may reflect two events: one, a real shift in student academic interests, and, two, changes in institutional program emphases which caused these interest changes.

Because of the way the survey items asked for responses regarding major academic interests, (grouping several academic areas into single categories) not much else can be reliably noted about interest shifts.

The respondents' degree aspirations have changed somewhat over the study period. This was especially true at the four-year public colleges. In 1972, almost 63 percent of the public four-year college freshmen planned on graduate degrees. By 1977, only 52 percent had such aspirations. The major shift at this institutional type was toward baccalaureate rather than advanced degrees (See Table A-7).

Another striking change was that regional campus students were, in 1977, much more likely to aspire to graduate degrees than they were in 1972, 47 percent as compared to 20 percent. This may be a reflection of the increasing enrollment of middle-income students at these institutions. TEC students were less likely to aspire to baccalaureate or advanced degrees in 1977 than in 1972, 29 percent as compared to 49 percent.

There were no apparent statistically significant changes in degree aspirations of private college freshmen over the study period.

Residency-Marital Statuses

The data from both surveys were manipulated to describe the students' residency-marital statuses. The purpose of this procedure was to determine if there were any major changes in where freshmen lived during the study period. Some major changes were discovered.

In spite of increasing costs at all sectors, single college freshmen were less likely to live with their parents in 1977 than in 1972. This was surprising because one way of reducing educational costs is to live at home and commute to classes. Only TEC students were more likely to live at home in 1977 than in 1972. However, single students have become more likely to live on-campus rather than in off-campus housing. Living in on-campus (primarily dormitory) housing is generally less expensive than living in off-campus houses or apartments. Therefore, students may be using these types of residences while attempting to minimize educational expenses.

The 1977 college freshmen were generally less likely to be married than were their 1972 counterparts. This phenomenon may reflect a response to higher living costs which may make early marriages prohibitive. Or, it may reflect significant changes in student life-styles.

Educational Costs

Both surveys asked the students to estimate their educational costs. The students' estimates do not closely correspond to the cost estimates of financial aid officers in the respective years. This may be due to sampling variations, lack of reliability or validity in student estimates of educational costs, or a combination of all factors.

Furthermore, there were no consistent differences between the students' and the financial aid officers' estimates over the years. For example, students at the four-year public colleges apparently under-estimated their costs by approximately $600 in 1972. But the students at these types of institutions apparently over-estimated their costs in 1977 (See Table A-9). Students at the two-year private colleges and TEC campuses apparently under-estimated their 1972 costs and over-estimated their 1977 costs. Students at the four-year private colleges and the regional campuses apparently under-estimated their costs in both years.

There is no way to assess adequately the validity of the students' or the aid officers' estimates for either set of years. However, it appears that the aid officers' estimates were closer approximations of reality because their estimates indicate that costs rose by a smaller percentage rate than indicated by students' estimates. For example, the aid officers' estimates indicate that costs grew by 29 percent at the four-year public colleges between 1972 and 1977, from $1,963 to $2,523. The students' estimates indicate that costs grew by 98 percent, from $1,373 to $2,719.

Because of these wide variations in estimated costs, it is inadvisable to compare the students' cost estimates between the two years for the different types of colleges.

Available Student and Family Resources

The other Impact Study technical reports have paid substantial attention to the ability of parents to pay for postsecondary educational costs. It was noted elsewhere that the general ability of parents to

afford to help their children pay educational costs sharply decreased over the study period, primarily due to major shifts in the general economy.[3]

Table 1 displays the average expected parental contributions to 1972 and 1977 freshmen as measured by the College Scholarship Services' need analysis methodology in both years.[4] The table also shows how the expected contributions compare to the contributions students reported receiving in each year.

The data exhibit several noteworthy trends. Among the "lower-income" students, parental contributions to four-year college students have decreased significantly. Parental contributions to students at the less-than-four-year institutions have remained about the same.

Among "middle-income" students, parental contributions to students at the four-year private colleges and the regional campuses increased. At the other institutional types, parental contributions remained about the same in both years. Among "higher-income" students, parental contributions increased at the public institutions; they decreased slightly at the private four-year colleges, and they remained about the same at the private two-year colleges.

In 1972 and 1977, lower-income parents contributed significantly more than expected by the CSS need analysis methodology. In 1972, middle-income parents contributed less than the CSS expected contributions. But by 1977, they contributed more than expected at all but the TEC campuses.

---

[3] Impact Study-Postsecondary Financial Aid in South Carolina: Student Resource Survey. Greenville, S. C.: South Carolina College Council, Inc., 1978.

[4] College Scholarship Service, CSS Need Analysis Theory and Computation Procedures for the 1972-73 PCS and SFS. New York: College Entrance Examination Board, 1972, and the corresponding publication for 1977-78.

Table 1

CSS-Expected Contributions and Actual Family Contributions to Freshmen, by Family Income Intervals and Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional	
	1972	1977	1972	1977	1972	1977
Less than $9,000						
CSS Expected	$ 136	$ 2	$ 49	$ 2	$ 107	$ 0
Actual Contribution	$ 416	$ 273	$ 736	$ 397	$ 321	$ 340
Difference	$ 280	$ 271	$ 607	$ 395	$ 214	$ 340
$9,000 to $14,999						
CSS Expected	$1,242	$ 521	$1,169	$ 429	$1,332	$ 588
Actual Contribution	$ 736	$ 742	$ 871	$1,181	$ 374	$ 634
Difference	($ 506)	$ 221	($ 298)	$ 752	($ 958)	$ 46
$15,000 and Above						
CSS Expected	$2,901	$2,406	$2,111	$2,406	$2,528	$1,861
Actual Contribution	$1,067	$1,248	$2,014	$1,642	$ 418	$ 647
Difference	($1,834)	($1,158)	($ 97)	($ 764)	($2,110)	($1,214)

Numbers in parentheses indicate actual contribution is less than the expected contribution.

Table 1
(continued)

	2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977
Less than $9,000				
CSS Expected	$ 147	$ 17	$ 59	$ 8
Actual Contribution	$ 786	$ 415	$ 202	$ 262
Difference	$ 639	$ 398	$ 143	$ 254
$9,000 to $14,999				
CSS Expected	$1,066	$ 371	$1,123	$ 493
Actual Contribution	$ 670	$ 794	$ 301	$ 285
Difference	($ 396)	$ 423	($ 822)	($ 208)
$15,000 and Above				
CSS Expected	$1,895	$1,834	$2,538	$2,701
Actual Contribution	$ 955	$1,109	$ 324	$ 508
Difference	($ 940)	($ 725)	($2,214)	($2,193)

*Numbers for these cells are too small to be statistically reliable.

In both years, higher-income parents contributed less-than-expected amounts toward their childrens' education. However, it should be noted that parental contributions to higher-income students in 1977 represented greater percentages of the CSS expected values than they did in 1972. This indicates that upper-income parents, although they contributed less than expected in both years, made significantly greater relative contributions in 1977 than in 1972. This is true of all institutional types but the four-year private colleges.

In general, 1977 freshmen students' parents made contributions which were larger, relative to their ability to make them, than did parents of 1972 freshmen.

In both years, parents of private college students at all three income levels made greater contributions than parents of students at public institutions.

Financial Aid Resources

It has been noted elsewhere that financial aid resources available to South Carolina students increased dramatically in the five-year study period.[5] The data displayed in Table 2 also indicate a great increase in aid resources. They also generally corroborate the general trends discovered in the analysis of aggregate available aid in a previous technical report.

The data indicate that aid resources to students at TEC campuses have increased by the largest percentages over the study period. The next largest percentage growth rates were experienced by the South Carolina regional campus and the two-year private college students. Four-year

---

[5] Impact Study--Postsecondary Financial Aid in South Carolina: Student Resource Survey. Greenville, S. C.: South Carolina College Council, Inc., 1978.

Table 2

Mean Amounts of Aid Per Freshmen Student by Types of Aid and Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972*	1977	1972	1977
Scholarships and Grants	$156	$402	$429	$1,343	$ 71	$411	$220	$1,190	$ 19	$414
Loans	85	166	152	332	48	84	49	173	94	96
Work-Study	44	66	78	132	26	120	62	52	10	121
Other Aid (Benefit)	27	239	19	206	37	155	57	317	73	683
Total Aid	$312	$873	$678	$2,013	$182	$770	$388	$1,732	$196	$1,314
Scholarships and Grants	50.0%	46.0%	63.3%	66.7%	39.0%	53.4%	56.7%	68.7%	9.7%	31.5%
Loans	27.2	19.0	22.4	16.5	26.4	10.9	12.6	10.0	48.0	7.3
Work-Study	14.1	7.6	11.5	6.6	14.3	15.6	16.0	3.0	5.1	9.2
Other Aid (Benefits)	8.7	27.4	2.8	10.2	20.3	20.1	14.7	18.3	37.2	52.0
Total Aid	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Numbers for these cells are too small for the mean amounts to be statistically reliable.

college students experienced substantial increases in aid but at lower rates than those of other students.

Grant awards increased by the largest amounts and percentages over the study period. This is attributable, to a great extent, to the implementation and growth of the Basic Educational Opportunity Grant Program.

At the same time grant awards increased, loan and work-study awards were increasing. However, by 1977, these types of awards played a considerably smaller role in the total aid available to South Carolina freshmen. For example, in 1972, from 29 percent to 53 percent of all aid was in the form of loans or work. By 1977, only 13 to 27 percent of the aid to freshmen was in the form of loans or work-study awards.

Another striking trend is in the increase of educational benefits. These awards include such things as payments from the Veterans Administration and the Social Security Administration, vocational rehabilitation awards, welfare benefits, and other resources. While these awards or payments are not considered financial aid in need analysis systems, they play a substantial role in the resources families and students use to pay for educational costs.

In 1972, these other types of "aid" represented between 3 percent and 37 percent of all aid resources. By 1977, they represented from 10 percent to 52 percent of all aid resources.

Total Financial Resources

In addition to their parental contributions and their financial aid and educational benefits, students also have access to other financial resources for educational purposes. These other resources include personal savings from summer employment and earnings from off-campus jobs obtained without assistance from an aid officer or other institutional agent.

Table 3 summarizes the average financial resources of 1972 and 1977 freshmen by types of resources and institutional types. The data indicate that average available resources have more than doubled during the study period. In Table 3 educational benefits are treated as part of the total family contribution. This is because they are treated in this manner in need analysis systems as applied to individual aid recipients.

The mean family contribution increased at all institutional types. However, it increased most substantially at the public colleges. Student contributions from savings more than doubled at the less-than-four-year public institutions. They increased by 76 percent at the four-year public colleges and by about 30 percent at the private colleges. As previously noted, average parental contributions increased at all but the four-year private colleges. The primary reason that average parental contributions do not indicate an increase at the four-year private colleges is because these colleges enrolled increasing percentages of lower-income students.

Again, as previously noted, average financial aid resources increased at all institutional types, especially less-than-four-year public institutions and the private colleges.

Employment resources had the greatest proportionate increase of all financial resources. In 1972, these resources represented, on the average, rather insignificant amounts and percentages of the students' total resources. By 1977, earnings from term-time, off-campus employment represented from 12 percent to 25 percent of the freshmen students' resources.

Table 4 shows how the relative role of various types of financial resources changed during the study period. At each institutional type, the family contribution as a percentage of all resources decreased in

Table 3

Mean Amounts of Financial Resources Available to Freshmen Students by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional	
	1972	1977	1972	1977	1972	1977
Parents/Spouse Contribution	$ 706	$1,060	$1,060	$ 966	$350	$ 635
Savings	192	338	233	307	109	344
Education Benefits	27	239	19	206	37	155
(Total Family Contribution)	($ 925)	($1,637)	($1,312)	($1,479)	($496)	($1,184)
Grants	156	402	429	1,343	71	411
Loans	85	166	152	332	48	84
Work-Study	44	66	78	132	26	120
(Total Aid)	($ 285)	($ 634)	($ 659)	($1,807)	($145)	($ 615)
Employment	20	306	40	438	75	606
Total Resources	$1,230	$2,577	$2,011	$3,724	$716	$2,405

continued...

Table 3

(continued)

	2-Yr Privates		TEC Campuses	
	1972*	1977	1972	1977
Parents/Spouse Contribution	$ 886	$ 814	$243	$ 554
Savings	170	238	60	206
Education Benefits	57	317	73	683
(Total Family Contribution)	($1,113)	($1,369)	($376)	($1,443)
Grants	220	1,190	19	414
Loans	49	173	94	96
Work-Study	62	52	10	121
(Total Aid)	($ 331)	($1,415)	($123)	($ 631)
Employment	16	228	40	647
Total Resources	$1,460	$3,012	$539	$2,721

*Numbers for these cells are too small for the mean amounts to be statistically significant.

Table 4

Percentages of Mean Amounts of Financial Resources Available to Freshmen by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972*	1977	1972	1977
Parents/Spouse Contribution	57.4%	41.1%	52.7%	25.9%	48.9%	28.5%	60.7%	27.0%	45.2%	20.4%
Savings	15.6	13.1	11.6	8.2	15.2	14.3	11.6	7.9	11.1	7.6
Education Benefits	2.2	9.3	0.9	5.5	5.2	6.4	3.9	10.5	13.5	25.1
(Total Family Contribution)	(75.2%)	(63.5%)	(65.2%)	(39.6%)	(69.3%)	(49.2%)	(76.2%)	(45.4%)	(69.8%)	(53.1%)
Grants	12.7	15.6	21.3	36.1	9.9	17.1	15.1	39.5	3.5	15.2
Loans	6.9	6.4	7.6	8.9	6.7	3.5	3.4	5.6	17.4	3.5
Work-Study	3.6	2.6	3.9	3.5	3.6	5.0	4.2	1.7	1.9	4.4
(Total Aid)	(23.2%)	(24.6%)	(32.8%)	(48.5%)	(20.2%)	(25.6%)	(22.7%)	(46.9%)	(22.8%)	(23.1%)
Employment	1.6	11.9	2.0	11.9	10.5	25.2	1.1	7.7	7.4	23.8
Total Resources	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Numbers for these cells are too small for the mean amounts to be statistically significant.

significance between 1972 and 1977. This change is most striking and readily apparent among students at the private four-year colleges and those at the less-than-four-year public institutions. The decrease is much less apparent among public four-year college students.

Financial aid resources, in both 1972 and 1977, represented about one-fourth of all financial resources available to students at public institutions. In 1972, about a third of the freshmen students' average resources came from financial aid programs. By 1977, about half these students' resources were in the form of financial aid.

Between 1972 and 1977 parental contributions decreased as a percentage of total resources available to students at four-year public colleges. The proportionate decrease was made up in 1977 by an increase in student earnings. Essentially the same phenomenon is apparent among regional campus students. However, some of this proportionate decrease in parental contributions was mollified by increases in aid as well as term-time employment earnings. There was a great proportionate decrease in the family contribution expressed by TEC students. However, these students compensated with a substantial increase in term-time earnings, rather than in financial aid. In 1972 only 7 percent of their resources were in the form of term-time earnings. By 1977, almost 24 percent of their resources came from this source.

In 1972, about 65 percent of the four-year private college freshmens' resources came from a family contribution. By 1977, only 40 percent was from this source. However, the difference was mollified by a 15 percent greater proportion of total resources coming from aid programs; and a 10 percent greater proportion from term-time employment.

It is worth noting that loan and work-study awards represented similar percentages of total resources in both years for all but the TEC

students. As their total resources increased, so did those from loans and work-study. However, in 1972, about 17 percent of the TEC students' resources were in the form of loans. By 1977, resources of this type had shrunk to less than four percent of all resources. On the other hand, TEC students' grant awards represented less than four percent of all their resources in 1972. By 1977, over 15 percent of all their resources came from grant monies. Grant monies as a proportion of all resources also increased sharply among four-year private college students, from 21 percent to 36 percent, and among regional campus students, from 10 percent to 17 percent.

Why Students Chose Their Institutions

One of the primary concerns of the Impact Study is the assessment of the "impact" of financial factors on the distribution of students among various types of postsecondary institutions. One method of assessing the importance of financial factors is to ask students how important these factors, and others, were in their institutional choices.

The 1972 freshmen were presented thirteen reasons freshmen typically give for their institutional choices. They were asked to indicate whether each factor was "not important", "somewhat important", or "very important." The 1977 freshmen were given ten reasons identical to ten reasons given the 1972 freshmen. The latter group was asked to indicate which of the ten reasons were of "primary importance" and which reasons were of "secondary" and "tertiary" importance to their institutional choices.

The reasons each group of students identified were weighted by the percentages of students who said they were of varying degrees of importance. Table 5 displays the results of these weightings. The precentages for 1972 represent the percentage of freshmen who said the reason was "very important."

Table 5

Freshmen Students' Reasons For Institutional Choices
by Institutional Types, 1972 and 1977

Reasons Given for Choice	4-Yr Publics				4-Yr Privates				USC Regional			
	1972		1977		1972		1977		1972		1977	
	Pct.	Rank	Pct.	Rank	Pct.	Rank	Pct.	Rank	Pct.	Rank	Pct.	Rank
Cost	40.5	3	46.6	3	27.2	3	12.4	9	27.4	4	69.7	2
Financial Aid	27.6	6	18.2	8	38.6	5	44.5	2	16.0	8	33.3	3
Curriculum	56.8	1	49.0	1	64.2	1	35.1	4	37.6	1	23.6	5
Academic Reputation	46.9	2	47.4	2	53.1	2	59.8	1	26.1	2	23.7	4
Friends Attending	7.2	9	21.5	7	5.6	9	18.9	8	4.9	10	9.6	10
Admissions Standards	18.8	5	14.1	10	19.3	6	26.1	6	19.1	6	14.2	9
Counselor/Teacher Advice	6.3	10	15.7	9	10.3	8	24.5	7	6.8	9	15.8	8
Parental Advice	23.4	4	32.7	4	25.4	4	32.0	5	39.9	3	18.9	6
Live at home/ Commute	24.0	8	25.2	6	10.2	10	9.6	10	29.1	7	73.9	1
Frequent trips home	18.2	7	29.2	5	11.2	7	37.2	3	35.4	5	17.3	7

continued...

Table 5

(continued)

Reasons Given for Choice	2-Yr Privates				TEC Campuses			
	1972 Pct.	Rank	1977 Pct.	Rank	1972 Pct.	Rank	1977 Pct.	Rank
Cost	36.4	5	31.7	5	56.9	2	52.9	3
Financial Aid	40.2	3	40.8	3	43.5	4	30.2	4
Curriculum	32.0	2	43.8	2	83.9	1	67.5	1
Academic Reputation	41.2	1	44.2	1	53.2	3	25.0	5
Friends Attending	16.9	7	13.5	10	0.0	8	10.7	10
Admissions Standards	4.5	8	27.2	6	28.3	5	11.2	9
Counselor/Teacher Advice	4.5	9	22.6	8	12.0	10	14.6	8
Parental Advice	27.3	4	24.0	7	23.3	9	14.9	7
Live at home / Commute	12.0	10	21.1	9	36.6	6	54.8	2
Frequent trips home	25.0	6	32.9	4	15.7	7	18.3	6

The percentages for 1977 represent the proportions of students who said a given reason was of primary, secondary, and tertiary importance.

In general, five factors are of greater importance than others to the institutional choices of freshmen in both years. They are: the availability of a specific program of interest at an institution, the students' perceptions of their institutions' academic reputations, the costs of attending the institution, parental advice, and the financial aid available at the institution. As expected, because they have to pay higher costs at their institutions, private college students gave greater importance to financial aid then do students at public institutions.

The data reveal some noteworthy changes in the importance of various factors between 1972 and 1977. First of all, financial aid decreased in importance to four-year private college students and USC regional campus students. It is not surprising that financial aid has increased in importance at either institutional type. Increasing costs and decreasing parental ability to meet the costs at private colleges would contribute to a greater importance of financial aid. The general availability of significantly larger amounts of aid to regional campus students should have increased the importance of aid at these institutions.

Costs have increased in importance to regional campus students, perhaps because costs at alternative types of institutions have risen more rapidly over the study period. Costs decreased in importance to four-year private college students. This probably occurred because the costs increased to a point where, without substantial financial aid, many students could not afford to attend private colleges.

The importance of curricular offerings and academic reputations generally held constant in significance to students at all but the regional campuses. At these campuses, these factors decreased in

importance, being replaced by financial factors.

Another financial factor, the ability to live at home with parents and commute to classes, generally increased in importance to South Carolina freshmen. This is especially true for students at the less-than-four-year public institutions. In 1972, "commuting ability" ranked eighth in importance to students at the public four-year institutions. By 1977, this factor ranked sixth in importance. Financial aid as an important factor ranked sixth in 1972 and eighth in 1977 for the students at the four-year public colleges.

The advice of high school counselors/teachers increased in relative importance to students at each institutional type during the study period. The importance of advice from these sources may reflect several important changes during the study period. As financial factors increase in importance and as more lower-income students enroll, advice of those who have access to information about financial aid and college opportunities is likely to become more important in students' decision-making processes.

Parental advice remained a consistently important factor in the institutional choices of students during the study period.

It was noted above that proportionately more 1977 freshmen than 1972 freshmen had low high school grades. This situation is reflected in the decreasing importance students gave to admissions standards during the study period.

It was hoped that data available from the two surveys could be used to compare trends in student choices by their family incomes. However, because the numbers of 1972 respondents were small, such comparisons were possible only for four-year college students. The data are displayed in Table 6.

Table 6

Weighted Ranks of Students' Reasons For Institutional Choices, by Family Income Intervals at Four-Year Colleges

	4-YR PUBLICS						4-YR PRIVATES					
	Less than $9,000		$9,000 to $14,999		$15,000 and above		Less than $9,000		$9,000 to $14,999		$15,000 and above	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Cost	2	1	3	2	4	3	4	9	3	7	5	9
Financial Aid	3	6	5	6	10	10	1	3	4	1	9	3
Curriculum	1	2	2	1	1	1	2	4	1	5	2	2
Academic Reputation	3	3	1	3	2	2	3	1	2	2	1	1
Friends Attending	8	7	8	8	9	6	8	8	9	10	8	7
Admissions Standards	5	9	4	10	5	9	6	6	5	7	3	6
Counselor/Teacher Advice	10	8	9	9	8	8	9	4	7	6	7	8
Parental Advice	6	5	5	5	3	4	4	7	5	3	4	4
Live at home/Commute	9	10	10	7	7	7	9	10	10	9	10	10
Frequent trips home	7	4	7	4	6	5	7	2	8	4	6	5

Some significant trends are evidenced in the table. One is that financial aid decreased in relative importance to lower-income students and increased in importance to middle- and upper-income students. This finding is congruent with the increase in available aid to lower-income students and the increase in educational costs which have not been offset by financial aid to the other students.

Among public college students, costs increased in importance to students at all income levels. Cost decreased in importance to private college students. The ability to live at home and commute to class increased in importance to middle- and upper-income students at four-year public colleges. Again, this may be a reflection of these students living at home to help meet rising educational costs. Very few private college students commute to classes, so this factor is of much less importance in their institutional choices.

Their colleges' academic reputations and special curricular offerings remained about equal in relative importance during the study period.

Summary

This report has compared several salient characteristics of 1972 and 1977 South Carolina freshmen. The comparisons generally support the findings of other Impact Study reports.

More minority students were enrolled in South Carolina institutions as freshmen in 1972 than in 1977. Freshmen in the latter year came from more affluent families, primarily because South Carolina families generally increased their incomes over the study period. However, proportionately more lower-income freshmen were enrolled in 1977 than in 1972, especially at the private colleges. Private colleges enrolled proportionately more freshmen from lower family socioeconomic status in 1977 than in 1972.

The less-than-four-year public institutions enrolled proportionately more students with middle incomes and middle-class socioeconomic status. The socioeconomic mix of students at the four-year public colleges remained fairly constant during the five-year study period.

In both study years, freshmen who had followed academic high school programs tended to enroll in four-year colleges. Freshmen who reported higher grades in high school also tended to enroll at four-year colleges in both years. However, the less-than-four-year public institutions appear to be enrolling proportionately more of the students with better high school grandes. All South Carolina institutional types enrolled proportionately more students with low high school grades in 1977 than in 1972, indicating some reduction in their admissions standards.

Proportionately fewer 1977 freshmen than 1972 freshmen aspired to graduate degrees. This may be a reflection of admission of more students with lower high school grades. Or it may be a reponse to rising college costs which inhibit graduate study plans.

The 1977 freshmen were less likely than the 1972 freshmen to be married. They were also less likely to be living with their parents but were more likely to be living in dormitories.

In general, 1977 freshmen receive parental contributions which were larger than those received by 1972 freshmen. Parental contributions to 1977 freshmen were also generally larger relative to the ability to make them than were those to 1972 freshmen. This is especially true for freshmen families with annual incomes between $9,000 and $15,000.

Financial aid resources of 1977 freshmen were more than three times the amount available to 1972 freshmen. Aid resources to students at the two-year institutions increased by the largest proportionate amounts during the study period. While all types of aid resources increased,

the greatest increases were in the grant awards, primarily due to the implementation and expansion of the Federal Basic Educational Opportunity Grant Program.

The 1977 freshmen had access to, on the average, twice the amounts of total financial resources available to 1972 freshmen. These resources include parental and spousal contributions, personal savings, education benefits, financial aid, and the students' own earnings from term-time, off-campus employment.

At each institutional type, the family contribution as a percentage of total resources decreased from 1972 to 1977. Off campus, term-time earnings increased as a percentage of total resources. Financial aid as a percentage of total resources increased at the private colleges, but it remained constant at the public institutions.

Five factors were of greater importance than others to the institutional choices of both 1972 and 1977 freshmen. They were: the availability of specific curricular offerings at their institutions, their institutions' academic reputations, the costs of attending an institution, available financial aid, and advice from parents.

Financial factors, e. g., costs, available aid, and ability to commute to classes, were generally more important to the institutional choices of 1977 freshmen than to 1972 freshmen. This indicates that as educational costs increase and family ability to meet them decreases, students are likely to place more emphasis on financial factors in their postsecondary plans.

Table A-1

Freshmen Racial-Ethnic Group Membership, by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
White	80.7%	80.8%	67.8%	54.2%	81.8%	68.3%	88.9%	80.8%	68.5%	63.0%
Black	18.2	17.0	30.5	43.0	11.7	25.4	11.1	17.8	31.5	33.8
Other	1.1	2.2	1.7	2.8	6.5	6.3	0.0	1.4	0.0	3.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	357	396	118		137		27		146	

Table A-2

Freshmen Family Incomes by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Less than $6,000	14.8%	14.4%	13.7%	27.1%	17.2%	19.4%	14.3%	23.5%	37.1%	35.4%
$6,000 to $8,999	22.2	10.4	13.7	13.3	17.2	14.5	23.8	16.2	24.7	16.7
$9,000 to $11,999	14.6	6.9	20.2	6.9	18.6	22.6	19.0	13.2	18.8	12.7
$12,000 to $14,999	18.8	12.5	20.8	9.2	19.2	14.5	14.3	10.3	10.5	10.8
$15,000 to $17,999	9.3	8.4	5.1	6.2	11.8	14.5	23.8	14.7	5.0	6.4
$18,000 and Above	20.3	47.4	26.5	37.3	16.0	14.5	4.8	22.1	3.9	18.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Median	$11,671	$17,971	$12,346	$12,879	$11,316	$11,137	$10,879	$11,340	$7,567	$8,590
Number	262	376	67	306	88	62	21	73	113	955

Table A-3

Highest Level of Education of Freshmens' Fathers
by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Less than high school diploma	23.5%	26.6%	17.0%	31.8%	35.7%	45.2%	24.2%	29.6%	49.5%	51.5%
High school graduate	29.1	23.1	23.9	20.3	36.1	25.0	41.1	28.2	38.3	25.0
Some post-secondary education	21.2	19.6	16.5	14.1	11.1	23.5	23.5	32.4	9.6	15.1
College graduate	14.3	19.9	23.6	16.5	14.8	3.1	6.5	4.2	1.9	5.1
More than 4 years of college	11.9	10.8	19.1	17.3	2.3	3.2	4.8	5.6	0.7	3.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	356	387	119	311	128	64	27	71	144	917

Table A-4

Freshmen Students' High School Programs
by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
General	20.9%	20.9%	24.2%	24.2%	40.4%	31.3%	35.0%	35.2%	39.7%	37.5%
Academic	74.0	72.5	72.8	62.5	47.0	51.5	57.4	57.8	25.0	29.2
Vocational	5.1	6.6	3.0	13.3	12.6	17.2	7.6	7.0	35.3	33.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	358	392	119	314	129	64	27	71	146	936

Table A-5

Freshmen Students' High School Grades
by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Mostly A's	25.7%	25.4%	30.2%	31.4%	16.6%	14.3%	2.3%	15.5%	3.2%	12.2%
Half A's and B's	30.9	29.1	35.8	28.2	16.5	27.0	48.3	7.0	28.6	24.5
Mostly B's	18.8	21.8	16.0	18.6	19.5	22.2	15.1	33.8	18.4	24.2
Half B's and C's	21.2	18.0	13.2	17.8	38.5	23.8	25.1	29.6	33.1	23.0
Mostly C's	2.9	4.2	2.8	3.5	7.3	9.5	9.2	11.8	10.5	11.0
Mostly Below C's	0.5	1.4	2.0	0.5	1.6	3.2	0.0	2.8	6.2	5.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	312	394	106	312	110	63	22	71	132	935

Table A-6

Freshmen Students' Academic Interests, by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Business	20.6%	22.1%	13.6%	21.2%	32.5%	19.0%	25.5%	11.0%	64.2%	30.2%
Education	17.7	14.6	17.3	19.8	19.2	15.9	29.4	17.8	0.0	2.2
Engineering	9.6	9.3	1.5	1.5	10.5	3.2	0.0	4.1	9.1	13.5
Humanities Fine Arts Social Science	23.1	13.3	30.4	13.7	14.5	7.9	19.0	9.6	0.0	4.5
Math and Sciences	17.2	10.6	29.1	10.0	14.8	6.3	8.4	4.1	8.5	1.7
Other	11.8	30.1	8.1	33.8	8.5	47.7	17.7	53.4	18.2	47.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	265	397	96	321	70	63	20		17	937

Table A-7

Highest Degree Aspirations of Freshmen
by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Vocational certificate	2.3%	0.1%	3.7%	2.5%	8.2%	4.8%	11.2%	1.4%	30.9%	18.3%
Associate degree	1.1	3.3	0.0	1.9	12.2	14.5	0.0	9.7	20.0	55.6
Baccalaureate degree	33.9	45.1	37.0	36.8	59.2	33.9	44.4	45.9	30.9	14.5
Graduate degree	62.7	51.5	59.3	58.8	20.4	46.8	44.4	43.0	18.2	11.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	177	395	54	321	49	62	9	72	55	947

Table A-8

Freshmen Students' Residency-Marital Statuses
by Institutional Types, 1972 and 1977*

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Single at home	39.1%	22.5%	24.1%	15.6%	82.8%	83.3%	53.9%	12.8%	62.6%	79.9%
Single not at home	10.8	4.4	7.1	2.8	10.0	8.3	4.1	1.4	23.6	7.9
Single on campus	43.7	72.0	60.7	79.2	4.9	1.7	42.0	75.7	2.1	2.0
Married	6.4	1.1	8.1	2.4	2.3	6.7	0.0	10.1	11.7	10.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number	343	364	112	327	121	60	25	73	144	453

*1977 freshmen include only those who are 20 years of age or younger

Table A-9

Freshmen Educational Costs
by Institutional Types, 1972 and 1977

	4-Yr Publics		4-Yr Privates		USC Regional		2-Yr Privates		TEC Campuses	
	1972	1977	1972	1977	1972	1977	1972	1977	1972	1977
Tuition and fees	$ 412	$ 929	$1,142	$2,291	$ 307	$ 632	$ 564	$1,482	$ 197	$ 403
Books and supplies	103	298	121	155	89	134	90	159	73	168
Room and board	300	783	504	1,036	85	668	212	823	53	1,027
Transportation, personal and miscellaneous	558	709	757	620	332	609	991	710	288	723
Total	$1,373	$2,719	$2,524	$4,102	$ 813	$2,043	$1,857	$3,174	$ 611	$2,321
Number	324	399	93	327	111	64	26	73	126	955
Aid Officer Estimates*	$1,963	$2,523	$2,903	$4,208	$1,954	$2,390	$2,087	$2,614	$1,750	$1,904

*Source: College Scholarship Service, Student Expenses at Postsecondary Institutions, 1973-74, New York: College Entrance Examination Board, 1973, and subsequent years.